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arguments proposed and how the views of both, when reduced to the lowest terms, are very similar. He next calls attention to the fact that mental processes are never simple but always complex. Among the several factors which constantly affect mental life, the author discusses the influence of physical conditions, knowledge, ideas, habits, and, in particular, the influence of the emotions and volitions. Education, to be effective, must consider all of these elements. There are chapters dealing with such topics as "The Care of the Emotions," "Instincts Wild and Tame," and "Exercises for the Will."

The primary interest of education is not how the separate and individual parts of the mind function but rather how can a proper mental government be established which can claim fealty from all of the powerful elements which go to make up this very complex thing called thought. "Education looks to the total organization of the person." The whole child is to be educated, not separate mental functions. The book gives a wholesome presentation of a problem which is of vital interest to all teachers.

ERNST E. WELLEMAYER

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*More social science material.*—Many educators are advocating a greater emphasis on the social sciences. Others are willing to concede a larger amount of time to these necessary and practical subjects even if the time is to be taken from the subjects they are endeavoring to teach. The forward movement, however, has been definitely halted in many places by the lack of teachers prepared to teach the work and by the lack of teaching material properly arranged and adapted to the various levels at which the work should be offered. Any textbook offering a partial solution of this problem is a welcome addition, and the book by Mr. Reed,<sup>1</sup> bearing in mind as it does so many of the problems to be faced in that most difficult junior high school period, is doubly welcome.

The purpose of the book is well stated by the author in the Preface:

The course that this text is designed to fit has for its purpose the training of pupils for citizenship. To this end two things are essential: first, to give the pupil the necessary minimum of knowledge of the institutions and principles of government and society—old civil government reduced to its lowest terms plus new economics and sociology simplified to his understanding; and, second, to inculcate the habit of civic-mindedness not merely by example and precept but by practice as well [p. v].

The material is arranged in five parts: "Social and Economic Fundamentals: Co-operation and Liberty," "The Fundamentals of Citizenship: Liberty and Democracy," "The Citizen and the Local Community: Co-operation and Self-Government," "The Citizen in State and Nation: Liberty and Law," and "Some Problems of Larger Citizenship: Co-operation for the Common Good."

The pupil is led from the consideration of the family through the local community, state, and nation to a consideration of one's place in the world

<sup>1</sup> THOMAS HARRISON REED, *Loyal Citizenship*. Yonkers-on-Hudson, New York: World Book Co., 1922. Pp. x+333.

problem. Another feature of the book is the aid given the teacher through the lists of questions, topics for investigation, and proposed civic activities at the close of each chapter. The attractive illustrations and the general organization of the material combine to make a very teachable book.

ERNST E. WELLEMEYER

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*Giving teachers help in the use of a textbook.*—Howard R. Driggs, the author of *Live Language Lessons*, three popular English textbooks for Grades III to VIII inclusive, has prepared a series of suggestions and directions<sup>1</sup> for teachers using his books. Like most manuals of this order, the present volume follows the textbooks proper lesson by lesson, indicates certain portions of each book that may be omitted in minimal courses, and gives minute and painstaking directions for the conduct of seat work, projects, and recitations. Perhaps the chief contribution to inexperienced teachers which such a manual can furnish is an abundant supply of illustrative material consisting of pupils' actual work and an equally abundant supply of supplementary drill exercises. Mr. Driggs is generous in both respects. In addition to such detailed helps, the author constantly reiterates verbally and through examples the main principle upon which his texts are constructed, namely, the supplanting of formal language lessons by vitalized language experiences. His textbooks and his manual are directed sharply against the deadly futility of a formalized language grind.

R. L. LYMAN

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*The development of the earth and vegetable and animal life.*—The demand for the enrichment of the elementary-school curricula and uncertainty as to what should be added are two factors which have undoubtedly influenced the appearance of textbooks treating subjects which have heretofore received little attention in our elementary schools. For the most part the authorities who have contributed such textbooks have chosen interesting and fascinating subjects. Interest, however, cannot be taken as the most important factor in selecting a subject for instruction.

The purpose of a recent writer<sup>2</sup> has been to present in simple language some of the facts and ideas regarding the origin and development of the earth and the evolution of plant and animal life. The book is primarily intended for children over twelve years of age.

The content of the book is distributed among nineteen chapters. In chapters i, ii, and iii the author describes the formation of the crust of the

<sup>1</sup> HOWARD R. DRIGGS, *Live Language Lessons, Teachers' Manual*. Lincoln, Nebraska: University Publishing Co., 1921. Pp. xv+348.

<sup>2</sup> A. WADDINGTON SEERS, *The Earth and Its Life*. Yonkers-on-Hudson, New York: World Book Co., 1922. Pp. 208.